ROLE OF SPORTS PERFECTIONISM AND PERSONALITY FACTORS IN DEVELOPING ATTITUDE TOWARDS PHYSICAL EDUCATION OF THE SCHOOL-GOING ADOLESCENTS OF WEST BENGAL

SUMMARY OF THE WORK

SUBMITTED FOR THE PARTIAL FULFILMENT OF

THE DEGREE OF

DOCTOR OF PHILOSOPHY

IN

EDUCATION

BY

MOUMITA KARMAKAR

DEPARTMENT OF EDUCATION

SWAMI VIVEKANANDA UNIVERSITY

BARRACKPORE, KOLKATA - 700121

WEST BENGAL, INDIA

2025

DECLARATION BY THE SCHOLAR

I, **Moumita Karmakar** do hereby declare that the thesis entitled **"ROLE OF SPORTS PERFECTIONISM AND PERSONALITY FACTORS IN DEVELOPING ATTITUDE TOWARDS PHYSICAL EDUCATION OF THE SCHOOL-GOING ADOLESCENTS OF WEST BENGAL"** is carried out by me for the Degree of Doctor of Philosophy in Education under the Department of Education, Swami Vivekananda University. My Enrolment No. is **PHD/CWC/2021/027 dt. 01/07/2021**; and my Registration No. is **SVU/PhD/SOHS/EDU/029/2021 dt. 13/05/2022.**

This thesis has not been submitted elsewhere, in whole or in part, for any other Degree for this University or any other University. This work is solely my work and all sources used have been acknowledged. The thesis has been checked for Plagiarism.

Place: Moumita Karmakar

Date:

1. Introduction

Physical education is vital for the holistic development of adolescents, affecting their physical, psychological, and social growth **(Bailey et al., 2009)**. The attitudes of school-going adolescents toward physical education (PE) are shaped by psychological factors, such as sports perfectionism and personality traits, which influence their participation in sports and fitness **(Flett & Hewitt, 2005)**. Understanding these psychological determinants is crucial in West Bengal, where academic pressures often overshadow physical education. Sports perfectionism, with its dual adaptive and maladaptive impacts, can either motivate or hinder participation in physical activities **(Stoeber et al., 2007; Gotwals et al., 2012)**, while personality traits like conscientiousness and extraversion are linked to higher motivation for physical education **(McCrae & Costa, 1999; Allen et al., 2013).** This study aims to explore how sports perfectionism and personality traits affect students' attitudes toward physical education in West Bengal, providing insights for educators and policymakers to foster more positive and lasting engagement in physical education.

1.1 Broad Objectives of the Study

The study was designed to fulfil the following broad objectives –

i. To know the present state of affairs of ***Sports Perfectionism, Personality Factors***, and ***Attitude towards Physical Education*** of school-going adolescents;

ii. To compare ***Sports Perfectionism, Personality Factors***, and ***Attitude towards Physical Education*** of male and female school-going adolescents;

iii. To explore the effect of ***Sports Perfectionism and personality Factors*** on development ***Attitude towards Physical Education*** of school-going adolescents.

1.2 Research Hypothesis of the Study

The present study was designed to verify the following research hypotheses –

H_1: School-going adolescents considering both male and female as a whole have positive ***Attitude towards Physical Education***;

H_2: School-going male adolescents have positive ***Attitude towards Physical Education***;

H_3: School-going female adolescents have positive ***Attitude towards Physical Education***;

H_4: School-going adolescents considering both male and female as a whole have high ***Sports Perfectionism;***

H_5: School-going male adolescents have high ***Sports Perfectionism***;

H_6: School-going female adolescents have high ***Sports Perfectionism***;

H_7: School-going adolescents considering both male and female as a whole have high scores in ***Personality Factors***;

H_8: School-going male adolescents have high scores in ***Personality Factors***;

H_9: School-going female adolescents have high scores in ***Personality Factors***;

H_{10}: Male and female school-going adolescents do not differ with respect to their ***Attitude towards Physical Education***;

H_{11}: Male and female school-going adolescents do not differ with respect to their ***Sports Perfectionism***;

H_{12}: Male and female school-going adolescents do not differ with respect to their ***Personality Factors***;

H_{13}: There are statistically significant multiple regression coefficients to frame the equation to predict ***Attitude towards Physical Education*** with the help of

different subscales of ***Sports Perfectionism*** and ***Personality Factors*** of the school-going adolescents considering both male and female as a whole;

H_{14}: There are statistically significant multiple regression coefficients to frame the equation to predict ***Attitude towards Physical Education*** with the help of different subscales of ***Sports Perfectionism*** and ***Personality Factors*** of the male school-going adolescents;

H_{15}: There are statistically significant multiple regression coefficients to frame the equation to predict ***Attitude towards Physical Education*** with the help of different subscales of ***Sports Perfectionism*** and ***Personality Factors*** of the female school-going adolescents.

1.3 Delimitation of the Study

The present study is delimited to school-going adolescents of West Bengal, focusing specifically on their sports perfectionism, personality factors, and attitude towards physical education, thereby excluding other psychological and environmental influences on their engagement in physical activities **(Flett & Hewitt, 2005; Roberts et al., 2018)**. Furthermore, the research does not extend to collegiate or professional athletes, ensuring a concentrated analysis of adolescent experiences within the school setting **(Gould & Carson, 2008)**.

2. Acquaintances with the Constructs

Sports perfectionism and personality factors play a crucial role in shaping adolescents' attitudes toward physical education, as perfectionistic tendencies can either enhance motivation or contribute to maladaptive stress responses **(Stoeber et al., 2007)**. Personality traits, particularly conscientiousness and extraversion, have been linked to positive engagement in physical activities, while neuroticism may hinder participation **(Allen et al., 2013)**. Understanding these constructs helps in designing interventions that promote a

balanced perspective on sports, ensuring that adolescents develop a healthy attitude toward physical education **(Hill et al., 2018)**. Thus, examining the interplay between sports perfectionism and personality factors provides valuable insights into fostering motivation and well-being among school-going adolescents in West Bengal.

3. Review of Related Literature

The review of allied literature on sports perfectionism, personality factors, and attitude towards physical education highlights the intricate interplay of psychological traits in shaping adolescents' engagement in sports **(Stoeber et al., 2020).** Studies suggest that perfectionistic striving positively influences motivation in sports, while perfectionistic concerns may lead to anxiety and burnout **(Hill et al., 2018).** Furthermore, personality traits such as conscientiousness and extraversion have been linked to a favorable attitude towards physical education, whereas neuroticism may act as a deterrent **(Allen et al., 2019)**. This body of literature underscores the necessity of fostering adaptive perfectionism and positive personality traits to enhance students' participation in physical education programs.

4. Methodology

The Descriptive Survey Method was used to conduct the current investigation. This report contains information about the sample, research tools, data-gathering process, statistical procedures, and study design methodology.

4.1 Nature of the Present Study

The present study is separated into three parts – (i) **Survey Part,** (ii) **Comparative Part,** and (iii) **Predictive Part (Multiple Regression Analysis)**. The research design of each part of the present study is presented hereunder.

i) ***Survey Part* –** In the Survey Part **Survey research** was done in the case of collecting data on the variables like **"Attitude towards Physical Education",**

"Sports Perfectionism" and **"Personality Factors"** as **Independent Variables**.

ii) ***Comparative Part* –** In the Comparative Part **Comparative Analysis** was done among the male and female school-going adolescents of West Bengal; here gender was the independent variable. **"Attitude towards Physical Education", "Sports Perfectionism"** and **"Personality Factors"** were **dependent Variables**.

iii) ***Predictive Part* –** In the Predictive Part **Multiple Regression Analysis (Correlational Study)** was done by the consideration of **"Attitude towards Physical Education"** as **Dependent Variable**, and different subscales of **"Sports Perfectionism"** and different factors of "**Personality Factors"** as **Independent Variables**.

4.2 Sample

The source of the sample, sampling procedure, and sample size are submitted herewith.

4.2.1 Source of Sample

Government, Government Sponsored, Government-Aided Secondary and Higher Secondary Schools of West Bengal, India was considered as the source of the sample.

4.2.2 Sampling Procedure

In the current study **"Stratified Random Sampling Technique"** was approved.

4.2.3 Sample Characteristics

(a) Only the adolescent children of secondary and higher secondary schools in West Bengal were taken.

(b) Only Bengali medium school-going adolescents were selected.

4.2.4 Sample Size

Finally, 396 female subjects and 310 male school-going adolescents were joined in the study.

Table 4.2.4: Gender-Wise Distribution of Sample

Gender		Total
Female	**Male**	
396	310	706

4.3 Tools of Research

The data for this study was collected using the following research instruments. The selection of the instruments was conducted using criteria related to relevance, appropriateness, validity, suitability, and reliability. Here are some tools descriptions are given below.

4.3.1 Attitude Towards Physical Education and Sport Scale (Demirhan, and Altay, 2001)

Demirhan and Altay (2001) developed the "Attitude toward Physical Education and Sport Scale" for Turkish students. This is a self-report tool that is administered using paper and pencil. It has a 5-point Likert-type scale, and the responses range from 1 (strongly disagree) to 5 (strongly agree), which is added up over 24 items to give a range from 24 to 120.

The reliability and validity of the scale were satisfactorily high.

The mean score of the scale was normalized and the normalization procedure was as follows –

Normalized mean = Mean of the item responses in total scale/ Total number items of items in the scale

Then, the normalized mean falls within the range of 1 to 5 with 3 as the mid-point.

For example, Normalized Mean = 3.51 (84.24, i.e., Mean of the item responses in total scale /24, i.e., Total number items of items in the scale)

The range of Normalized means score of **"Attitude towards Physical Education and Sport Scale"** may be interpreted as –

1.00 to 1.99	**:**	**Highly Negative Attitude**
2.00 to 2.99	**:**	**Negative Attitude**
3.00 to 3.99	**:**	**Positive Attitude**
4.00 to 5.00	**:**	**Highly Positive Attitude**

4.3.2 Sports Multidimensional Perfectionism Scale (John, Dunn, et al., 2005)

The instrument is designed to assess athletes' perceptions of various aspects of their competitive sports experiences. It uses a 5-point Likert scale, where athletes rate their agreement with 30 items, ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores reflect greater levels of perfectionism in each dimension, with item scores averaged within each subscale. The four-factor model identified by Dunn et al. demonstrated strong internal consistency, with coefficient alphas ranging from 0.76 to 0.89 for each subscale.

From the manual of the tool **"Sports Multidimensional Perfectionism Scale"** ***(John, Dunn, et al., 2005),*** it was found that it has four subscales – Personal Standards (PS), Concern Over Mistakes (COM), Perceived Parental Pressure (PPP), and Perceived Coach Pressure (PCP).

The reliability and validity of the scale were satisfactorily high.

Here the mean score of the scale was normalized and the normalization procedure was as follows –

Normalized mean = Mean of the item responses in a subscale/ Total number items in that subscale

Then, the normalized mean falls within the range extending from 1 to 5 with 3 as the mid-point.

The range of Normalized means score of each subscale of the ***"Sports Multidimensional Perfectionism Scale"*** may be interpreted as –

1.00 to 1.99	**:**	**Very Low Sports Perfectionism**
2.00 to 2.99	**:**	**Low Sports Perfectionism**
3.00 to 3.99	**:**	**High Sports Perfectionism**
4.00 to 5.00	**:**	**Very high Sports Perfectionism**

4.3.3 Big Five Inventory (BFI) (Goldberg, 1993)

The Big Five Factors (dimensions) of personality are measured using a 44-item questionnaire (Goldberg, 1993). The personality facets of each factor are then further subdivided. The Big Five dimensions or factors of personality are: (a) conscientiousness; (b) extraversion; (c) agreeableness; (d) neuroticism; and (e) openness. There are 44 statements, and each one has a 5-point Likert scale associated with it. The participant is required to indicate on a scale of 1 to 5 how much she agrees or disagrees with the statement; 1 represents disagree, 2 indicates slight disagreement, 3 indicates neutrality, 4 represents slight agreement, and 5 represents agreement.

The reliability and validity of the scale were satisfactorily high.

Here the mean score of the scale was normalized and the normalization procedure was as follows –

Normalized mean = Mean of the item responses in a factor / Total number of items in that factor

Then, the normalized mean falls within the range extending from 1 to 5 with 3 as the mid-point.

Here, the range of Normalized means score of **"Big Five Inventory (BFI)"** may be interpreted as –

1.00 to 1.99	**:**	**Very Low**
2.00 to 2.99	**:**	**Low**
3.00 to 3.99	**:**	**High**
4.00 to 5.00	**:**	**Very High**

4.4 Procedure of Data Collection

The contract asked the institute's head for authorization to permit data collection. By using the aforementioned instrument (Adopted Bengali Version) on the research subjects in compliance with the instructions found in the tool's manual, pertinent data on various constructions was gathered.

4.5 Statistical Techniques

The results of the study were extracted in three separate ways **– (a) Descriptive Analysis, (b) Comparative Analysis, and (c) Multiple Regression Analysis.** All these three analyses were done with the help of SPSS 20.0 software.

5. Results

The results of the study are presented in three separate sections – (a) **Descriptive Presentation** (b) **Comparative Analysis** and (c) **Multiple Regression Analysis (Correlational Analysis).**

5.1 Descriptive Presentation

Results here are presented to probe into the following hypotheses $\mathbf{H_1}$ to $\mathbf{H_9}$

Table 5.1: Normalized Mean Scores of Attitudes Towards Physical Education, Sports Perfectionism, and Personality Factors of School-Going Adolescents Considering Male and Female as a Whole, Male and Female Separately

Variable	Subscale/Factor	Normalized Mean of school-going adolescents considering male and female as a whole	Normalized Mean of Male school-going adolescents	Normalized Mean of Female school-going adolescents	Remarks
Attitude towards Physical Education		3.57	3.56	3.58	Positive Attitude
Sports Perfectionism	Personal Standards (PS)	3.28	3.28	3.27	High Sports Perfectionism
	Concern Over Mistakes (COM)	3.07	3.12	3.03	High Sports Perfectionism
	Perceived Parental Pressure (PPP)	3.11	3.12	3.10	High Sports Perfectionism
	Perceived Coach Pressure (PCP)	3.01	3.05	2.97	High Sports Perfectionism
Personality Factors	Extraversion	3.10	3.05	3.14	High
	Agreeableness	3.39	3.35	3.43	High
	Conscientiousness	3.27	3.30	3.25	High
	Neuroticism	2.75	2.74	2.77	Low
	Openness	3.13	3.14	3.13	High

Table 5.1 presents the descriptive statistics of the ***"Attitude Towards Physical Education and Sport Scale", "Sports Multidimensional Perfectionism Scale"*** and **"*Big Five Inventory*"** scores obtained by the school-going adolescents (male and female as a whole, male, and female separately).

5.2 Comparative Analysis

The results of the Comparative Analysis (Gender Wise) of Attitude towards Physical Education, Sports Perfectionism, and Personality Factors of school-going adolescents are presented in Table 1.5.2 to probe into hypotheses $\mathbf{H_{10}}$, $\mathbf{H_{11}}$ and $\mathbf{H_{12}}$.

Table 5.2: Group Statistics of Scores on Attitude Towards Physical Education, Sports Perfectionism, and Personality Factors of Male and Female School-Going Adolescents

Variable	Subscale/ Factor	Gender	N	Mean	Remarks
Attitude towards Physical Education		Male	310	3.56	Male and female school-going adolescents showed more or less equal levels of attitude towards physical education.
		Female	396	3.58	
Sports Perfectionism	Personal Standards (PS)	Male	310	3.28	Here, the male and female school-going adolescents exhibited more or less equal levels of sports perfectionism.
		Female	396	3.27	
	Concern Over Mistakes (COM)	Male	310	3.12	Here, the male school-going adolescents excelled (statistically) significantly than the female school-going adolescents.
		Female	396	3.03	
	Perceived Parental Pressure (PPP)	Male	310	3.12	Here, the male school-going adolescents excelled (statistically) significantly than the female school-going adolescents.
		Female	396	3.09	
	Perceived Coach Pressure (PCP)	Male	310	3.05	Here, the male school-going adolescents excelled (statistically) significantly than the female school-going adolescents.
		Female	396	2.97	
Personality Factors	Extraversion	Male	310	3.05	Here, the female school-going adolescents excelled (statistically) significantly than the male school-going adolescents.
		Female	396	3.14	
	Agreeableness	Male	310	3.35	Here, the female school-going adolescents excelled (statistically) significantly than the male school-going adolescents.
		Female	396	3.43	
	Conscientiousness	Male	310	3.30	Here, the male school-going adolescents excelled (statistically) significantly than the female school-going adolescents.
		Female	396	3.25	
	Neuroticism	Male	310	2.74	Here, the female school-going adolescents excelled (statistically) significantly than the male school-going adolescents.
		Female	396	2.77	
	Openness	Male	310	3.14	Here, the male and female school-going adolescents exhibited more or less equal levels of personality factors.
		Female	396	3.13	

Table 5.2 presents the group statistics for the "Attitude towards Physical Education and Sport Scale," "Sports Multidimensional Perfectionism Scale," and "The Big Five Inventory" scores among male and female school-going adolescents. The findings indicate that both genders exhibited a positive attitude towards physical education, with no statistically significant differences between them. Similarly, no significant gender differences were found in the subscales of sports perfectionism, including Personal

Standards (PS), Concern Over Mistakes (COM), Perceived Parental Pressure (PPP), and Perceived Coach Pressure (PCP), though adolescents displayed high perfectionism in sports. However, a statistically significant gender difference was observed in extraversion and agreeableness within the Big Five Inventory, while no differences were found in conscientiousness, neuroticism, and openness.

5.3 Multiple Regression Analysis

Here the results of the multiple regression analysis are presented in tabular forms. The results of multiple regression analysis considering the Attitude towards Physical Education of the school-going adolescents as the dependent variable and Sports Perfectionism and personality factors as independent variables are presented herewith.

To prove the hypotheses $\mathbf{H_{13}}$, $\mathbf{H_{14}}$, and $\mathbf{H_{15}}$ the results are placed in Table 1.5.3.

Table 5.3: Coefficients in Multiple Regression Analysis Considering Attitude Towards Physical Education of School-Going Adolescents as Dependent Variable

Predictors	Male and Female as a Whole	Male Only	Female Only
(Constant)	2.33	1.92	2.54
Personal Standards	0.10	0.09	0.09
Concern Over Mistakes		0.10	
Perceived Parental Pressure	-0.05		-0.08
Perceived Coach Pressure			
Extraversion		0.14	
Agreeableness	0.21	0.19	0.25
Conscientiousness			
Neuroticism	-0.07		-0.11
Openness	0.18		0.14

Table 5.3 presents the coefficients of multiple regression equations, identifying key determinants of attitude toward physical education among school-going adolescents. For the overall sample, Agreeableness, Openness, Neuroticism, Personal Standards, and Perceived Parental Pressure were significant predictors. Among male adolescents, the influencing determinants were Agreeableness, Extraversion, Personal Standards, and Concern Over

Mistakes, whereas, for female adolescents, the determinants mirrored the overall sample. Notably, Agreeableness and Personal Standards emerged as common factors affecting attitude formation across all groups.

6. Summary of Discussion

The results of the study are organized into three sections: descriptive presentation, comparative analysis, and multiple regression analysis. The findings reveal that school-going adolescents, regardless of gender, generally display a positive attitude toward physical education, likely influenced by its long-standing inclusion in the curriculum. Both male and female adolescents exhibited high personal standards and concern over mistakes in sports perfectionism, although females reported lower perceived coach pressure. Personality assessments showed high scores in extraversion, agreeableness, conscientiousness, and openness, while neuroticism was low, indicating emotional stability and social adaptability. The comparative analysis found no significant gender differences in attitudes toward physical education and sports perfectionism, though females scored higher in extraversion and agreeableness, suggesting greater sociability. Multiple regression analysis indicated that attitude toward physical education was significantly influenced by personality traits (agreeableness, openness, and neuroticism) and sports perfectionism factors (personal standards and perceived parental pressure), with gender-based variations in the effects. These results highlight the complex relationship between personality, perfectionism, and attitudes toward physical education among adolescents in West Bengal.

7. Overall Conclusion

The study highlights the complex interaction between psychological traits and students' attitudes toward physical education. It emphasizes the influence of sports perfectionism, where adaptive perfectionism fosters enthusiasm, while maladaptive perfectionism leads to aversion **(Stoeber, 2011)**. Personality traits like extraversion, agreeableness, and openness significantly predict positive engagement **(McCrae & Costa,**

1999). The research underscores the need for supportive physical education programs that harness adaptive perfectionism while addressing sociocultural influences and maintaining existing gender parities.

8. Limitations

The present study on the role of sports perfectionism and personality factors in shaping attitudes toward physical education among school-going adolescents in West Bengal is subject to certain limitations. Firstly, the study's reliance on self-reported measures may introduce response biases, affecting the accuracy of findings **(Podsakoff et al., 2012).** Secondly, the sample may not fully represent the diverse socio-cultural and economic backgrounds of all adolescents in the region, limiting the generalizability of the results **(Patton, 2015).** Lastly, the cross-sectional design restricts the ability to establish causal relationships between variables, necessitating further longitudinal research **(Bryman, 2016).**

9. Applicative Values

The findings of this study hold significant applicative value in designing targeted interventions for fostering positive attitudes toward physical education among adolescents by addressing sports perfectionism and personality traits **(Flett & Hewitt, 2005; Stoeber et al., 2007)**. Educators and policymakers can utilize these insights to develop curriculum enhancements and psychological support systems that promote balanced perfectionism and adaptive personality traits, ultimately improving students' engagement in physical activities **(Dweck, 2006).**

10. Recommendations for Future Studies

Future research should adopt longitudinal designs to track developmental changes, explore socio-cultural and gender influences, expand geographic and educational scope for broader applicability, and incorporate qualitative methods for deeper insights into students' attitudes toward physical education.

BIBLIOGRAPHY

Allen, M. S., Greenlees, I., & Jones, M. (2013). Personality in sport: A comprehensive review. *International Review of Sport and Exercise Psychology, 6*(1), 184-208.

Allen, M. S., Greenlees, I., & Jones, M. (2019). Personality, motivation, and physical activity: A review and future directions. *International Review of Sport and Exercise Psychology, 12*(1), 21-44.

Appleton, P. R., & Curran, T. (2016). Perfectionism in sport and dance: A double-edged sword. *International Journal of Sport Psychology, 47*(4), 297-319.

Appleton, P. R., Hall, H. K., & Hill, A. P. (2009). Perfectionism and athlete burnout in junior elite athletes: The mediating role of motivation regulations. *Journal of Clinical Sport Psychology, 3*(1), 39-56.

Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., et al. (2009). The educational benefits claimed for physical education and school sport: An academic review. *Research Papers in Education, 24*(1), 1-27.

Bryman, A. (2016). Social research methods. *Oxford University Press, 5.*

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches. *Sage publications.*

Dweck, C. S. (2006). Mindset: The new psychology of success. *Random House.*

Dweck, C. S. (2017). Mindset: The new psychology of success. *Random House.*

Flett, G. L., & Hewitt, P. L. (2005). The perils of perfectionism in sports and exercise. *Current Directions in Psychological Science, 14*(1), 14-18.

Gotwals, J. K., Stoeber, J., Dunn, J. G. H., & Stoll, O. (2012). Are perfectionistic strivings in sport adaptive? A systematic review of confirmatory, contradictory, and mixed evidence. *Canadian Psychology, 53*(4), 263-279.

Hagger, M. S., & Chatzisarantis, N. L. D. (2007). Intrinsic motivation and self-determination in exercise and sport. *Human Kinetics.*

Hill, A. P., Madigan, D. J., & Jowett, G. E. (2020). Perfectionism in sport, dance, and exercise. *European Journal of Sport Science, 20*(4), 533-547.

Hill, A. P., Madigan, D. J., & Smith, M. M. (2018). Perfectionism in sport, dance, and exercise: Psychological perspectives. *Routledge.*

Hill, A. P., Madigan, D. J., & Smith, M. M. (2020). Perfectionism in sport, dance, and exercise. *Routledge.*

Hill, A. P., Mallinson-Howard, S. H., & Jowett, G. E. (2018). Multidimensional perfectionism in sport: A meta-analytical review. *Sport, Exercise, and Performance Psychology*, *7*(3), 235-270.

McCrae, R. R., & Costa, P. T. (1999). A five-factor theory of personality. *Handbook of personality: Theory and research*, *Guilford Press, 2*, 139-153

Ntoumanis, N., Pensgaard, A. M., Martin, C., & Pipe, K. (2004). An idiographic analysis of motivation in compulsory school physical education. *Journal of Sport & Exercise Psychology*, *26*(4), 600-621.

Patton, M. Q. (2015). Qualitative research & evaluation methods. *SAGE Publications, 4.*

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual Review of Psychology*, *63*, 539-569.

Roberts, G. C., Treasure, D. C., & Conroy, D. E. (2019). Motivation in sport and exercise. *Human Kinetics.*

Stoeber, J. (2018). The psychology of perfectionism: Theory, research, applications. *Routledge.*

Stoeber, J., Madigan, D. J., & Toth, A. J. (2020). Perfectionism and achievement motivation in sports. *Current Opinion in Psychology, 39*, 36-42.

Stoeber, J., Otto, K., & Stoll, O. (2007). Perfectionism and performance in sports: The mediating role of motivation. *Journal of Sport & Exercise Psychology, 29*(1), 117-142.

Stoeber, J., Otto, K., & Stoll, O. (2007). Perfectionism and performance in a new basketball training task: Does striving for perfection enhance or undermine performance? *Psychology of Sport and Exercise, 8*(6), 642-652.

Stoeber, J., Uphill, M. A., & Hotham, S. (2007). Predicting race performance in triathlon: The role of perfectionism, achievement goals, and personal goal setting. *Journal of Sport & Exercise Psychology, 29*(1), 60-78.